



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of ESEA Accountability, and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2012-2013: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

ESEA Accountability: Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.

2013-2014 NCLB Report Card

School: Yarmouth High School

SAU: Yarmouth Schools

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2013-2014 NCLB Report Card

School: Yarmouth High School
SAU: Yarmouth Schools
Grade: High School

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	123	123	100	80	80	47	33	47	13	7	122	1	0
	2012-2013	114	113	99	85	85	48	35	50	11	4	113	0	0
Female	2011-2012	56	56	100	91	91	51	32	59	7	2			
	2012-2013	62	62	100	81	81	51	31	50	16	3			
Male	2011-2012	67	67	100	72	71	43	34	37	18	10			
	2012-2013	52	51	98	90	90	45	39	51	4	6			
Caucasian/White	2011-2012	116	116	100	83	82	48	35	47	12	5			
	2012-2013	108	107	99	85	85	49	36	49	10	5			
African American/Black	2011-2012	1	1	100			28							
	2012-2013	1	1	100			23							
Hispanic	2011-2012	5	5	100			30							
	2012-2013	1	1	100			39							
Asian or Pacific Islander	2011-2012	1	1	100			48							
	2012-2013	4	4	100			50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	12	12	100	58	58	31	8	50	25	17			
	2012-2013	12	12	100	75	75	33	17	58	25	<1			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	12	12	100	42	38	16	<1	42	33	25			
	2012-2013	7	7	100			14							
Limited English Proficient	2011-2012	1	1	100			13							
	2012-2013	2	2	100			10							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2013-2014 NCLB Report Card

School: Yarmouth High School
SAU: Yarmouth Schools
Grade: High School

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	123	123	100	82	82	47	24	59	11	7	122	1
	2012-2013	114	113	99	86	86	48	25	61	10	4	113	0
Female	2011-2012	56	56	100	91	91	46	20	71	5	4		
	2012-2013	62	62	100	84	84	47	23	61	11	5		
Male	2011-2012	67	67	100	75	75	47	27	48	16	9		
	2012-2013	52	51	98	88	88	49	27	61	8	4		
Caucasian/White	2011-2012	116	116	100	84	85	48	24	60	10	5		
	2012-2013	108	107	99	86	86	49	25	61	9	5		
African American/Black	2011-2012	1	1	100			21						
	2012-2013	1	1	100			18						
Hispanic	2011-2012	5	5	100			32						
	2012-2013	1	1	100			36						
Asian or Pacific Islander	2011-2012	1	1	100			55						
	2012-2013	4	4	100			61						
American Indian or Native Alaskan	2011-2012	0	0				33						
	2012-2013	0	0				29						
Economically Disadvantaged	2011-2012	12	12	100	33	33	30	<1	33	42	25		
	2012-2013	12	12	100	83	83	31	8	75	8	8		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	12	12	100	17	23	15	<1	17	42	42		
	2012-2013	7	7	100			14						
Limited English Proficient	2011-2012	1	1	100			15						
	2012-2013	2	2	100			15						

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2013-2014 NCLB Report Card

School: Yarmouth High School
SAU: Yarmouth Schools
Grade: High School

Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	123	123	100	72	71	44	9	63	16	12	122	1
	2012-2013	114	111	97	67	67	41	11	56	20	14	111	0
Female	2011-2012	56	56	100	77	77	40	5	71	14	9		
	2012-2013	62	60	97	60	60	37	10	50	20	20		
Male	2011-2012	67	67	100	67	66	49	12	55	18	15		
	2012-2013	52	51	98	75	75	44	12	63	20	6		
Caucasian/White	2011-2012	116	116	100	73	73	45	9	65	17	9		
	2012-2013	108	105	97	69	69	42	11	57	19	12		
African American/Black	2011-2012	1	1	100			20						
	2012-2013	1	1	100			17						
Hispanic	2011-2012	5	5	100			32						
	2012-2013	1	1	100			30						
Asian or Pacific Islander	2011-2012	1	1	100			45						
	2012-2013	4	4	100			45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	12	12	100	33	33	30	<1	33	25	42		
	2012-2013	12	12	100	67	67	27	8	58	8	25		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	12	12	100	33	31	16	8	25	8	58		
	2012-2013	7	7	100			12						
Limited English Proficient	2011-2012	1	1	100			10						
	2012-2013	2	2	100			10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Yarmouth High School
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Grade: High School

GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
				2011-12 % Proficient	2012-13				2017-18 Performance Targets	
Number Enrolled	Percent Participated	Average Percent	Targets		Number Tested	Number Proficient	% Proficient			
Whole School	114	99		80	82	113	96	85	90	96
Female	62	100		91	92	62	50	81	96	98
Male	52	98		71	73	51	46	90	86	94
Caucasian/White	108	99		83	84	107	91	85	92	96
African American/Black	1	*		*		1	*	*		0
Hispanic	1	*		*		1	*	*		0
Asian or Pacific Islander	4	*		*		4	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	12	*		55	59	12	9	75	78	78
Not Economically Disadvantaged	102	99		83	84	101	87	86	92	98
Migrant	0	*		*		0	*	*		0
Not Migrant	114	99		80	82	113	96	85	90	96
Students with Disabilities	7	*		42	47	7	*	*	71	94
Students without Disabilities	107	99		84	85	106	92	87	92	96
Limited English Proficient	2	*		*		2	*	*		0
Not Limited English Proficient	112	99		81	83	111	96	86	91	96
Super Subgroup	20	*		55	59	20	13	65	78	
Non-Super Subgroup	94	99		85	86	93	83	89	93	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
A blank cell indicates data are not available.
The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: Yarmouth High School
SAU: Yarmouth Schools
Grade: High School

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
				2011-12 % Proficient	2012-13				2017-18 Performance Targets	
Number Enrolled	Percent Participated	Average Percent	Targets		Number Tested	Number Proficient	% Proficient			
Whole School	114	99		83	84	113	97	86	92	96
Female	62	100		93	94	62	52	84	97	98
Male	52	98		74	76	51	45	88	87	94
Caucasian/White	108	99		84	85	107	92	86	92	96
African American/Black	1	*		*		1	*	*		0
Hispanic	1	*		*		1	*	*		0
Asian or Pacific Islander	4	*		*		4	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	12	*		36	41	12	10	83	68	78
Not Economically Disadvantaged	102	99		87	88	101	87	86	94	98
Migrant	0	*		*		0	*	*		0
Not Migrant	114	99		83	84	113	97	86	92	96
Students with Disabilities	7	*		17	24	7	*	*	59	94
Students without Disabilities	107	99		90	91	106	94	89	95	96
Limited English Proficient	2	*		*		2	*	*		0
Not Limited English Proficient	112	99		83	84	111	96	86	92	96
Super Subgroup	20	*		40	45	20	13	65	70	
Non-Super Subgroup	94	99		91	92	93	84	90	96	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	3	10	15	6	10	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of June 30, 2013	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.